LESSON 39

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Adding **ing** as an ending

Warm Up With Sound Play:

“Let’s warm up by counting the number of syllables in some longer words. I’ll say the word, and then you say the word and count the syllable beats.” (Remind students that they can put their hands under their chins when counting for help.)

misunderstanding (5)  
biographical (5)  
musical (3)  
unimportant (4)  
fabulous (3)

Words to read and write:

<table>
<thead>
<tr>
<th>melting</th>
<th>smashing</th>
<th>wishing</th>
<th>tending</th>
<th>drinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>singing</td>
<td>thinking</td>
<td>sanding</td>
<td>bumping</td>
<td>blending</td>
</tr>
</tbody>
</table>

Explain that in short vowel words ending with a single consonant, the last consonant before the **ing** is doubled:

<table>
<thead>
<tr>
<th>slip/.slipping</th>
<th>swim/swimming</th>
<th>step/stepping</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit/sitting</td>
<td>wed/wedding</td>
<td>log/logging</td>
</tr>
<tr>
<td></td>
<td>tap/tapping</td>
<td></td>
</tr>
</tbody>
</table>
Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

**doing, too** (as in “too much”)

Have the student read:

*We went sledding and just missed crashing into a big log.*

*They will be doing crafts and skipping the swim test today.*

*My dog Ned thinks splashing in a pond is so fun.*

*That drink is tipping over!*

*The snack looked good, but Sam was still too full from his lunch to want it.*

Have the student write from your dictation:

*I was sitting in the sun for too long and got hot.*

*She passed the swimming dock and jogged to the hot dog stand.*

*Stepping over the cat, I tripped on the rug and bumped into the bed.*

*The cat was so mad it was spitting.*

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1 **doing**: d is decodable; o making the “oo” sound (as in “zoo”) is irregular; **ing** is decodable **too**: t is decodable; oo making the “oo” sound (as in “zoo”) will be decodable in Lesson 88
Have the student do a “triple read” of some of the sentences above.
We went sledding and just missed crashing into a big log.

They will be doing crafts and skipping the swim test today.
My dog Ned thinks splashing in a pond is so fun.

That drink is tipping over!

The snack looked good, but Sam was still too full from his lunch to want it.